	<b>SATO,</b> Eduardo Jr. M.	Subject:	English Literature & Texts 10
		Date	April. 04, 2024
		Class Duration:	1 hour
		Year & Section:	10 – Archimedes

<b>I. STANDARDS</b>	
<b>Content Standard</b>	The learner demonstrates an understanding of how world literature and other text types serve as vehicles for expressing and resolving conflicts among individuals or groups; also, how to use strategies in critical reading, listening, and viewing, as affirmation and negation markers to deliver impromptu and extemporaneous speeches.
<b>Performance Standard</b>	The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups.
<b>Learning Competencies</b>	Identify parts and features of argumentative essays <b>(EN10WC-IIa-13.1)</b> .
<b>II. SUBJECT-MATTER</b>	
<b>A. Topic</b>	The Parts and Features of an Argumentative Essay

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<b>B. Objectives</b>	At the end of the lesson, the students are expected to: a. Define the parts of an argumentative essay; b. understand the functions of an argumentative essay; c. compose an argumentative essay on a given topic; d. create a Venn diagram comparing and contrasting an argument on a given topic; and e. present an argumentative debate on a given topic.
<b>C. References</b>	Warburton, N. (2005). <i>The Basics of Essay Writing</i> (First edition). The Open University of London and New York – Routledge Taylor and Francis Group.  Cabrera, J.L.T. (2021). <i>English 10 Quarter 3 – Module 1: Composing an Argumentative Essay</i> . Department of Education – Region III. <a href="https://pdfcoffee.com/english-10-q3-module-1-pdf-free.html">https://pdfcoffee.com/english-10-q3-module-1-pdf-free.html</a>  The University of Toledo. (n.d.). <i>Argumentative Essays: Getting Started</i> . <a href="https://www.utoledo.edu/al/english/programs/composition/studio/pdf/Argument_Essay_Getting_Started.pdf">https://www.utoledo.edu/al/english/programs/composition/studio/pdf/Argument_Essay_Getting_Started.pdf</a>
<b>D. Materials</b>	Laptop, PowerPoint presentation, colored paper (blue, green, and purple), tape, strips of colored paper, whiteboard markers, and cell phones
<b>III. LEARNING EXPERIENCES</b>	
<b>A. Introduction Routinary Matters</b> a) Prayer	May I request everyone to please stand up for our prayer. To Catholics, you may do the sign of the cross, and to non-Catholics, you may do what is done to your respective religion.  Dear Lord and Father of all, Thank you for today. Thank you for how you provide for us all. For Your protection and love we thank you. Help us to focus our hearts and minds now on what we are about to learn. Inspire us by Your Holy

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	<p>Spirit as we listen and write. Guide us by your eternal light as we discover more about the world around us. We ask all this in the name of Jesus. Amen.</p>
b) Greetings	<p>Good morning, class! How is everyone doing? Despite the weather and conditions, we are experiencing right now, I do hope that all of you are well-rested, and have eaten your breakfast or hydrated well enough so that you are all ears and eyes towards our lesson for this day.</p>
c) Attendance	<p>Before we proceed with our lesson, let's have our class attendance. If I call your name, please raise your hand and say, "Present!" But if your classmate is absent, remain silent so that we avoid confusion.</p>
d) Classroom Management	<p>As we have finished our attendance, let us first discuss our classroom rules.</p> <p>First, remain silent when someone is talking, this includes me, your teacher, and when your classmate is answering the questions provided, or if they have an inquiry related to the topic.</p> <p>Second, raise your hands if you want to answer. Do not answer in chorus! If you have questions or clarifications, or you want to answer, raise your hand!</p> <p>Third, respect everyone. This includes me, your classmates, and everyone within the school. If you want to be respected, then respect others.</p> <p>Lastly, listen and enjoy! Keep your ears and eyes open to learn all about our lesson for today, and remember to enjoy!</p> <p>Does any of you have any inquiries related to our rules? Hearing none. Let's now recall what you have learned from the past quarter.</p>
e) Review of Previous Lessons	<p>We have discussed the different parts and functions of a</p>

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f) Presentation of the Lesson	<p>persuasive essay, now, can you give me one?</p> <p>Now that we have discussed the many parts of said essay, I have another question. On what occasion or context best fits on using a persuasive essay?</p> <p>Reading your persuasive essays, what did you learn or what is its importance in the educational field?</p> <p>Now that we have recalled persuasive essay and its many wonders. All eyes open towards the television in the front for we are about to proceed to our topic.</p>
<b>1. Motivation</b>	<p><b>Activity: "IT IS SO HOOT!"</b></p> <p>Class! Look underneath your tables. You might observe a colored strip in your hand right now. There are ten colors. I would like you to raise your color, once I raised said color. From that, we will identify the people who have the same color as you. Those will be your members for today's group activity.</p> <p>In this activity, one of you will use their phone while the rest will help the group answer the questions that will be presented through a game called, "KAHOOT!" I have sent the link to the game in our group chat. Put your surnames in the name tab, so we can easily identify the winners of our activity, and the ones who will be the champions of the activity will receive a prize!</p> <p>Remember, your score will be determined by how fast and accurate you are, you will select one of the four choices presented to you by KAHOOT. You have five (5) minutes to answer. Any questions? Clarifications? All right! All eyes on the television, all hands on your phones, let's begin!</p> <p>LINK: <a href="https://create.kahoot.it/share/kahoot-activity-motivation/e317ce1f-75af-4cbd-9c99-efd503dffc2a">https://create.kahoot.it/share/kahoot-activity-motivation/e317ce1f-75af-4cbd-9c99-efd503dffc2a</a></p> <p>Now, let's see who is the winning group. Congratulations to our winners! Now, what is our topic all about?</p>

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<b>2. Lesson Proper</b>	<p>An argumentative essay is a kind of writing that aims to make the reader agree with the writer's opinion about a controversial or debatable issue. An argument in academic writing is usually a main idea, often called a <b>claim</b> or <b>thesis statement</b>, backed up with evidence that supports the idea. A claim is the main argument of an essay and the writer's position on a problem or issue.</p> <p>Here are some examples.</p> <p>1. <i>"Filipino should be the medium of instruction in Philippine schools because it is the national language and it is already developed yet the students have not mastered it."</i></p> <p>2. <i>"Education is the key that balances the opportunities between the rich and the poor."</i></p> <p>In writing an argumentative essay, claims or arguments should be developed and supported by evidence. You cannot write an argumentative essay just by solely stating your opinion on an issue. Your evidence can come from what you already know, from expert opinions, and reliable sources like books and articles. You must use facts, reasons, evidence, or examples to support your claim as valid.</p> <p>The argumentative essay has the following <b>features</b>:</p> <ol style="list-style-type: none"><li>1. presents and explains the issue or case through the claim or argument;</li><li>2. gives reasons and supports these reasons with facts, proof, or evidence; and,</li><li>3. refutes or proves wrong the opposing arguments.</li></ol> <p>In addition, the argumentative essay has the following <b>parts</b>:</p> <p>1.) <b>Introduction.</b> This is where you state your claim, introduce the problem, and give the background information needed for the argument and the thesis statement. The thesis statement is a short statement summarizing the main point or claim of your essay.</p>
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	<p>2.) <b>Body.</b> This part contains the reasons. Note that each paragraph must contain one reason and the details supporting the stated reason or claim. The supporting details may include examples, statistics, personal experiences, or quotations. The body also contains the counterclaim. A counterclaim is an opinion or evidence that others may bring up against your argument. The counterclaim must be accepted and refuted.</p> <p>3.) <b>Conclusion.</b> The conclusion restates the main claim and gives one or two general statements that exactly summarize the arguments and support them in a claim or thesis statement of your essay. You can also end your essay with quotations or a call to action. Remember to conclude with a strong statement.</p> <p>Now that you know the parts and features of an argumentative essay, here are several <b>techniques for developing argumentative claims</b> that can help you write an objective and logical essay.</p> <p>1.) <b>Analogy.</b> This is used in comparing two things for explanation or clarification. It is assumed that two things similar in one aspect are alike in another aspect. You may also use metaphors as analogies. Here is an example.</p> <p><i>Life is like a box of chocolates. You never know what you are going to get.</i></p> <p>2.) <b>Comparison-Contrast.</b> This technique is used to present similarities and/or differences of two major concepts. Read the example.</p> <p><i>The most commonly cited advantage of distance learning is the flexibility and accessibility it offers. Rather than being required to travel to a specific location every week), students can participate from anywhere with an internet connection. However, distance learning presents its accessibility challenges; not all students have a stable internet connection and a computer or other device with</i></p>
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	<p><i>which to participate in online classes, and less technologically literate students and teachers may struggle with the technical aspects of class participation.</i></p> <p>3.) <b>Definition.</b> This technique makes use of meaning or several meanings to a concept that forms your argument. For example, you want to write about prejudice about people's colors or colorism. You may start with:</p> <p><i>Colorism is a form of discrimination based on a person's skin color. People tend to favor individuals with fair skin than those with black skin.</i></p> <p>4.) <b>Analysis.</b> This technique is done by taking a part from the whole and scrutinizing it to prove a point. For example, you are to write about teenage preferences in choosing friends.</p> <p><i>A person's preference in choosing friends depends on the extent of belongingness one feels in the company of peers. A girl can have more male friends than a female because she may feel more comfortable with the opposite gender. Guys may also feel the same.</i></p>
3. Application	<p>Now that we've learned the parts and functions of an argumentative essay. We'll have an activity.</p> <p><b>Activity: "STUDENTS GOT TALENT!"</b></p> <p>The class will be divided into three (3) groups.</p> <p>We will have a counting for your group designation, after that, you will select a leader who will come in front to pick what activity you will be doing in the class (slices of colored paper), whether it'd be Debate (<b>blue</b>), Graphic Organizer (<b>green</b>), and Argumentative Essay (<b>purple</b>).</p> <p>Your main topic will be all about removing the K to 12 Curriculum (Senior High School level).</p>

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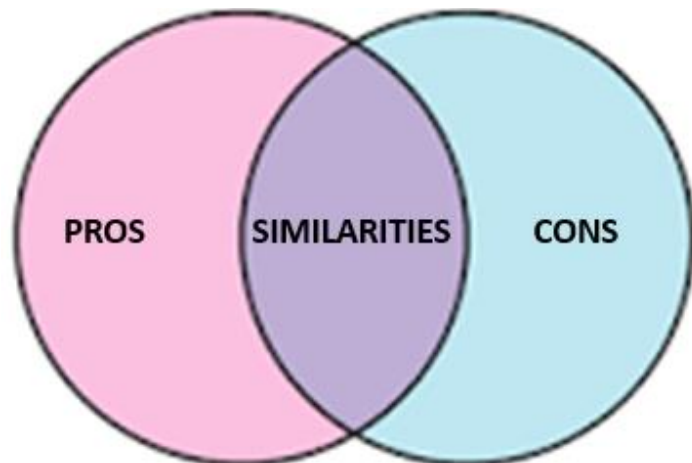
*For Debate:*

You will have two sides that agree or disagree with an argument that is related to the said topic. Ensure that no vulgar language or physical retaliation is presented during the topic.



*For Graphic Organizer:*

You will use a Venn diagram that will compare and contrast the pros and cons of removing the K to 12 Curriculum, from that, you may formulate an argument as to why the curriculum should or should not be removed. You will put the said diagram on a piece of long bond paper.







**For Argumentative Essay:**

In a sheet of yellow pad paper, you will create your argumentative essay, with a title, and three paragraphs, that are connected to the said topic.



You may use your phone to research more about the topic. Write your thoughts on whether you agree or disagree on the said topic.

All groups will have 5 minutes to prepare, and 5 minutes to present your activity. Be guided by the rubrics below.

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<b>Teacher Evaluation: Adapted from Region III</b>			
<b>Criteria</b>	<b>Excellent (20)</b>	<b>Very Good (15)</b>	<b>Good (10)</b>
<b>Content</b>	Very detailed and connected to the given topic.  Brief and concise, and contains great information and details in the presentation.	Detailed and sort of connects to the given topic.  Inconsistent at times but contains good details in the presentation.	Contains details but requires more work so that it is connected to the topic.  Inconsistent and intangible at times, but details are presented in the presentation.
<b>Creativity</b>	The concept is creative, original, and unique while connected to the given topic.	The concept is kind of creative and unique, however, the concept is not original.	The concept needs more work in creativity and originality. But it is a bit unique nonetheless.
<b>Organization and Mechanics</b>	Effective use of transitions exists throughout the presentation.  The grammar, used is correct.	Some transitions exist throughout, but the presentation is a bit incoherent.  The grammar is kind of correct.	Transitions are used irregularly but not equally and the presentation is incoherent.  The grammar used is a bit correct but confusing at most times.
<b>Time Management</b>	The group was able to use the time given.	The group surpassed by thirty (30) seconds.	The group surpassed more than a minute than the given time for the presentation.
<b>Collaboration</b>	All members of the group were seen working together throughout the planning and presentation.	Some members were seen collaborating, but some were seen as inattentive to working together.	Most members were seen not working together.

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<b>Peer Evaluation: Adapted from Region III</b>			
<b>Criteria</b>	<b>Excellent (20)</b>	<b>Very Good (15)</b>	<b>Good (10)</b>
<b>Content</b>	Very detailed and connected to the given topic.  Brief and concise, and contains great information and details in the presentation.	Detailed and sort of connects to the given topic.  Inconsistent at times but contains good details in the presentation.	Contains details but requires more work so that it is connected to the topic.  Inconsistent and intangible at times, but details are presented in the presentation.
<b>Creativity</b>	The concept is creative, original, and unique while connected to the given topic.	The concept is kind of creative and unique, however, the concept is not original.	The concept needs more work in creativity and originality. But it is a bit unique nonetheless.
<b>Organization and Mechanics</b>	Effective use of transitions exists throughout the presentation.  The grammar, used is correct.	Some transitions exist throughout, but the presentation is a bit incoherent.  The grammar is kind of correct.	Transitions are used irregularly but not equally and the presentation is incoherent.  The grammar used is a bit correct but confusing at most times.
<b>Time Management</b>	The group was able to use the time given.	The group surpassed by thirty (30) seconds.	The group surpassed more than a minute than the given time for the presentation.
<b>Collaboration</b>	All members of the group were seen working together throughout the planning and presentation.	Some members were seen collaborating, but some were seen as inattentive to working together.	Most members were seen not working together.

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<b>Self-Evaluation: Adapted from Region III</b>			
<b>Criteria</b>	<b>Excellent (20)</b>	<b>Very Good (15)</b>	<b>Good (10)</b>
<b>Content</b>	Very detailed and connected to the given topic.  Brief and concise, and contains great information and details in the presentation.	Detailed and sort of connects to the given topic.  Inconsistent at times but contains good details in the presentation.	Contains details but requires more work so that it is connected to the topic.  Inconsistent and intangible at times, but details are presented in the presentation.
<b>Creativity</b>	The concept is creative, original, and unique while connected to the given topic.	The concept is kind of creative and unique, however, the concept is not original.	The concept needs more work in creativity and originality. But it is a bit unique nonetheless.
<b>Organization and Mechanics</b>	Effective use of transitions exists throughout the presentation.  The grammar, used is correct.	Some transitions exist throughout, but the presentation is a bit incoherent.  The grammar is kind of correct.	Transitions are used irregularly but not equally and the presentation is incoherent.  The grammar used is a bit correct but confusing at most times.
<b>Time Management</b>	The group was able to use the time given.	The group surpassed by thirty (30) seconds.	The group surpassed more than a minute than the given time for the presentation.
<b>Collaboration</b>	All members of the group were seen working together throughout the planning and presentation.	Some members were seen collaborating, but some were seen as inattentive to working together.	Most members were seen not working together.

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<b>4. Generalization</b>	<p>Now that we are finished with our lesson and activity, let's recall what we have learned for the day. Raise your hands if you want to answer.</p> <ol style="list-style-type: none"><li>1.) What are the different parts of an argumentative essay?</li><li>2.) What are the different functions of an argumentative essay?</li><li>3.) In what situation can you effectively use an argumentative essay?</li><li>4.) What is the importance of the parts and functions in the creation of an argumentative essay?</li><li>5.) If there are no parts or functions, there will be no argumentative essay. What do you think the world would look like if there were no argumentative essays created on specific topics?</li></ol>
<b>5. Evaluation</b>	<p>Now, that we have realized and gained insights about the parts and functions of an argumentative essay, its importance, and all, let's have a quiz. Please pull out your phones, and click the Google Form link that I have given you. You can answer only once, and your scores will be released once everyone has taken them! You only have 15 minutes to answer. Read the instructions properly.</p> <p>LINK: <a href="https://forms.gle/BpmPNaEBRa3wPu6n8">https://forms.gle/BpmPNaEBRa3wPu6n8</a></p> <p><b>Directions:</b> Answer the questions honestly by choosing the letter of the correct answer.</p> <ol style="list-style-type: none"><li>1.) What are the main parts of an argumentative essay?<ol style="list-style-type: none"><li>A. Lead, silicon, and carbon</li><li>B. Facts, evidence, and examples</li><li>C. Claim, counterclaim, and refutation</li><li>D. Introduction, body, and conclusion</li></ol></li></ol>

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	<p>2.) What refers to the statement that summarizes the main points of an essay?</p> <ul style="list-style-type: none"><li>A. Call to action</li><li>B. Evidence</li><li>C. Details</li><li>D. Thesis statement</li></ul> <p>3.) What is the first step in writing an argumentative essay?</p> <ul style="list-style-type: none"><li>A. Provide evidence to support your claim.</li><li>B. State what you are attempting to prove.</li><li>C. Conclude with a strong statement.</li><li>D. Link your evidence to your claim.</li></ul> <p>4.) How do you appropriately argue in an argumentative essay?</p> <ul style="list-style-type: none"><li>A. Consider the evidence of both sides before making your claim.</li><li>B. Base your essay on lies and deceit.</li><li>C. Use unreliable internet sources.</li><li>D. Present your point with only personal anecdotes.</li></ul> <p>5.) Which is <b>NOT</b> a part of argumentative writing?</p> <ul style="list-style-type: none"><li>A. Claim</li><li>B. Evidence</li><li>C. Reason</li><li>D. Imagery</li></ul> <p>6.) What is the purpose of argumentative writing?</p> <ul style="list-style-type: none"><li>A. Make the reader agree with the writer's opinion.</li><li>B. Describe a person, place, or thing.</li><li>C. Explain a topic.</li><li>D. Convince readers to believe and do an action.</li></ul>
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	<p>For numbers 7-10, identify the function used in each argumentative claim presented. Choose the best letter.</p> <p>7.) "Absence makes the heart forget versus Absence makes the heart grow fonder." What function of argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Analogy</li><li>B. Comparison-Contrast</li><li>C. Definition</li><li>D. Analysis</li></ul> <p>8.) "One's interest determines his choice of a career because it is his natural response to life in general." What function of argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Analogy</li><li>B. Comparison-Contrast</li><li>C. Definition</li><li>D. Analysis</li></ul> <p>9.) "A native language expresses best the thoughts, aspirations, and the soul of a person. But we have to wake up to the reality that English has become the global lingua franca." What function of argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Analogy</li><li>B. Comparison-Contrast</li><li>C. Definition</li><li>D. Analysis</li></ul> <p>10.) "Bilingualism is the ability of an individual or the members of a community to use two languages effectively. Being able to speak two languages means you can speak to people in a different cultural and linguistic context." What function of argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Analogy</li><li>B. Comparison-Contrast</li><li>C. Definition</li><li>D. Analysis</li></ul>
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	<p>For numbers 11-15, identify the part of the argumentative text where each excerpt falls. Choose the best letter.</p> <p>11.) "Filipinos must realize that they must prioritize their language for it is part of their identity and culture. Filipino is part of their being." What part of an argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Introduction</li><li>B. Body</li><li>C. Conclusion</li><li>D. Technique</li></ul> <p>12.) "As for the data from the National Statistical Coordination Board, more than one-quarter (27.9%) of the population fell below the poverty line in the first semester of 2012." What part of an argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Introduction</li><li>B. Body</li><li>C. Conclusion</li><li>D. Technique</li></ul> <p>13.) "It is not all about English. In the Philippines, English prevails as the predominant medium of instruction. English is used more in teaching rather than its national language which is Filipino. All subjects except the subject of Filipino are taught in English." What part of an argumentative essay is being used?</p> <ul style="list-style-type: none"><li>A. Introduction</li><li>B. Body</li><li>C. Conclusion</li><li>D. Technique</li></ul>
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	<p>14.) "As a matter of fact, the government planned to eradicate poverty as stated in the Philippines Development Plan 2011-2016 (PDP). The PDP for those six years is an annual economic growth of 7%- 8% and the achievement of the Millennium Development Goals (MDGs)." What part of an argumentative essay is being used?</p> <p>A. Introduction B. Body C. Conclusion D. Technique</p> <p>15.) "Poverty never gets out of the problems that most Filipino citizens face. An unknown author once said, "Poverty is a choice and not fate." What part of an argumentative essay is being used?</p> <p>A. Introduction B. Body C. Conclusion D. Technique</p> <p><b>ANSWER KEY:</b></p> <p>1.) D    2.) D    3.) B    4.) A    5.) D 6.) A    7.) B    8.) D    9.) B    10.) C 11.) C    12.) B    13.) A    14.) B    15.) A</p>
<b>6. Assignment</b>	<p><b>Assignment: NETIZEN POWER!</b></p> <p>Now that we are done with our quiz before I dismiss the class for today's session, I will be giving out an assignment. You will be making an argumentative essay in which you will choose your topic, which you will post on your social media accounts.</p> <p>You will be making it on Facebook, Instagram, and Twitter, whereby Saturday evening, I will give out a Google Drive link, where you will create your folder to which you will upload screenshots of your posts, alongside the reactions, comments, and shares.</p>

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	LINK: <a href="https://drive.google.com/drive/folders/1iprE79ti_uGvFeXrLXIhLeTjo2tYutID?usp=sharing">https://drive.google.com/drive/folders/1iprE79ti_uGvFeXrLXIhLeTjo2tYutID?usp=sharing</a>			
	You will be graded in the rubric accordingly.			
	<b>Criteria</b>	<b>Great (25)</b>	<b>Very Good (20)</b>	<b>Good (15)</b>
	<b>Content</b>	The content is unique, relevant, and original.  Supported by facts and/or details, and easy to read and understand.	The content is kind of unique, and relevant, but is not original.  Facts and details are lacking, and hard to understand at first.	The content was not exerted with any effort to be unique, relevant, and original.  There are no facts and details evident, and it is hard to understand.
	<b>Organization</b>	The flow and grammar in the essay are appropriate.	The flow and grammar in the essay are correct but with some errors.	The flow and grammar in the essay are severely erroneous.
	<b>Conciseness</b>	Ideas are connected.  The claim is strong and clear and is linked to reliable or factual information and details.	Ideas were somewhat connected, but there was an inconsistency in some parts.  The claim is not strong but clear, however, some details used are not connected to the topic.	Ideas are not connected, and the essay has barely any consistency.  The claim is not strong and clear, and the details used are not reliable and connected to the topic.
	<b>Audience Impact</b>	The post collected a collective/overall amount of 250 reactions, 125 shares, and 50 comments.	The post collected a collective/overall amount of 200 reactions, 75 shares, and 25 comments.	The post collected a collective/overall amount of 150 reactions, 25 shares, and 10 comments.

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Bachelor of Secondary Education, Major in English 1

Checked:

**RODNEY JAMES G. DEL CASTILLO, MAT**  
Educ 123 Instructor

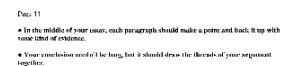
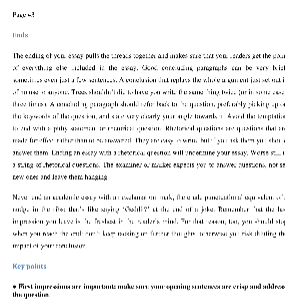
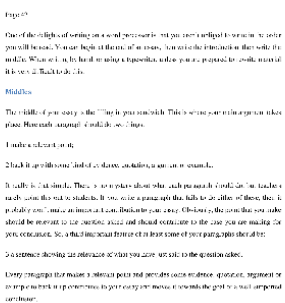
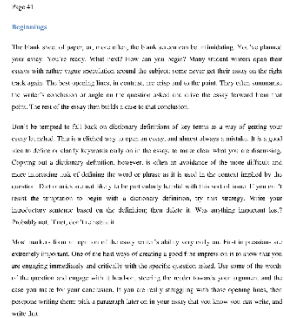
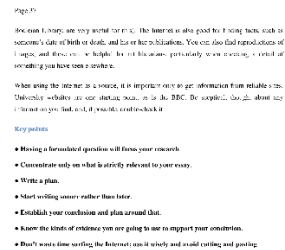
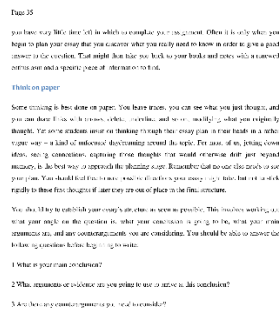
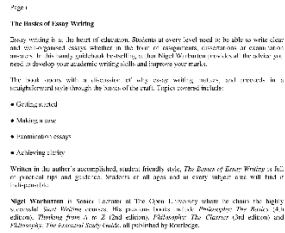
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**Defend your conclusion**

The last of your essay is to examine (or 'defend') a conclusion you have just arrived at. You should always have an angle on the question asked. That is, you should know what you think about the main topic, or at least know the particular stance you are going to take on the issue for the sake of writing the essay. You will defend your conclusion by considering arguments and evidence for it, and, to a certain extent, against it too. By considering counterarguments and evidence against your own position, and demonstrating why these do not undermine your conclusion, or your conclusion too dramatically diminishes its strength to your own arguments.

By the end of the essay the reader should be completely clear about where you stand on the question asked. If you're not clear about this, your reader certainly won't be. Your writing should be persuasive: that is, an intelligent person reading your essay should see the logic of your arguments, the power of the evidence you provide in support of it, and so the rightness of your conclusion. Even if they disagree with you, they should be able to understand how you arrived at your conclusion and why you believe the weight of evidence justifies it.

**Paragraphs as units of thought**

The chief claim to remember is that, although paragraphs cover all parts of the paragraphs are connected by logic, the paragraph is essentially a unit of thought, not of length.

(Ernest Gowers, 1987, p. 131)

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Paragraphs control the structure of your essay. They are the building blocks of your thesis. There is no single right way to use paragraphs, but there are many conflicting and arbitrary ways to use them. So, like a new paragraph every sentence is one of the more common mistakes that some student essay writers have. A style of writing perhaps derived from some tabloid journalism. It makes paragraphing unnecessary, as the full stop is doing exactly the same work as the paragraphing. It also has a stop-start feel to it, preventing the flow of ideas and making the task too easy to read.

Extremely long paragraphs are no use to anyone either, as the quotation from Ernest Gowers shows us as clear. Well used, paragraphs can show when the author is addressing a new idea. If, however, your essay is just one long paragraph or several long ones as signposting is hidden and an end, the very first time is communicated by paragraphing. That is a very important opportunity missed.

**Use signposts**

The best essays use signposts to help the reader understand their structure. Signposts are sentences that give a clear indication of what the main topics covered in the paragraph are likely to be. For example, in an essay about the causes of the first world war, a writer might write: "There are two main causes of the war: ...". In the middle of the next sentence, the second main cause of the war starts: "...". Second sentences have a great capacity to introduce the first sentence, "...". These sentences and phrases prepare the reader for what is to come in the rest of the paragraph.

Ideally, you should begin every paragraph with some kind of summary of the main point of that paragraph, or at least a sentence.

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Just identify what the main topic is. If you do this well, you should be able to take the first line of each paragraph and reconstruct the structure of the whole essay from it alone. Try it on an essay you wrote some time ago. Is it possible to take a few extra signpost sentences to help the reader follow the different parts of the essay together? If you have written a lot of essays, go back over it and check that the first sentence of each paragraph is informative and provides directions to the reader about the function and content of that paragraph. Don't assume that the reader can simply follow the logic of your argument, as your logic is often very subtle.

**Keep to the point**

Don't digress. One key skill in essay writing, particularly in essays, is the ability to keep to the point. Every word you use is an investment but irrelevant ideas are a waste of time. You should avoid every word to avoid. The point of writing your essay is to make it as clear as possible to the reader. The answer to everything should be clear to the reader. It is not to be stated clearly. Keeping to the point is an aspect of answering the question as rather than a different one, and so is crucial. If you want to avoid the most mistake of essay writing, don't digress to answer the question. At the very least, irrelevant material dilutes the power of your argument. It gives the reader the impression that you are not concentrating your efforts on the question set, but are pre-occupied with your own ideas. It is one of the things that you have to learn to do which you can't just want to get into the state whatever question is set.

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**Consider counterarguments/ counterexamples**

When you are making a case, a good way of developing your argument is by considering what can be said against it, and then responding to this imagined criticism. This involves playing different roles within the essay: sometimes putting your own arguments forward, sometimes addressing those arguments from the perspective of a critic. When you engage in this dialogue with yourself it is very important that you give clear signposts about which role you are taking at any particular point. So, for example, if you are defending the idea that the religious arguments against abortion outweigh any liberal arguments about women's rights to choose what happens in and to their bodies, then you will probably want to consider those liberal arguments in a strong form. When you introduce these counterarguments, you should use a signpost phrase such as: "Despite the powerful arguments about the sanctity of life, liberal philosophers such as Judith J. Thomson have put a strong case for the view that a woman's right over her body should be paramount..." Then, if you have a reply to the liberal arguments, you need another signpost, such as: "A strong criticism of the liberal arguments above is..."

**Argue to a conclusion**

You've got to be careful if you don't know where you're going, you may not get there.

(Yogi Berra, 1999)

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The most important feature of a case well made is the conclusion, which should follow logically from what has gone before. Avoid the temptation to leave the readers to judge for themselves what the best answer to the question is: show them the way to your conclusion, and then provide it, leaving them in no doubt where you stand and why. The body of your essay should support your overall conclusion. And when you have reached your conclusion, stop.

**Key points**

- Make a case for your conclusion.
- Use paragraphs to develop the structure of your argument.
- Signpost sentences help the reader understand your essay's logic.
- Everything in your essay should be relevant to the question set. Cut irrelevant material.
- Don't leave the reader in any doubt about your conclusion or about the evidence supporting it.

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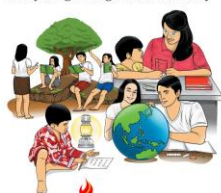
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10



**English**  
Quarter 3 - Module 1:  
Composing an Argumentative Essay



NOT FOR SALE



**What's New**

Your everyday conversations with others often require you to present your opinion on issues in the community. You give claims and arguments over issues or topics relevant to your daily experiences.

Read the excerpt taken from an article entitled “We are Facing Major Threats” and answer the questions that follow. Write your answers on a separate sheet of paper.

- “It is clear as day as in the environmental problems we are facing worldwide. On the internet, we can see the impacts of human greed in the environment from rivers and even being littered with our garbage, selfish greed, selfishness, increasing inequalities, massive wildfires, and melting ice caps, among many others.”
- “Our future goal is putting the only, lasting plan in our value system in danger. It is not to say that the future generation will not be able to enjoy the beauty of earth because we have been careless and greedy.”



**What is It**

An argumentative essay is a kind of writing that aims to make the reader agree with the writer's opinion about a controversial or a debatable issue. An argument in academic writing is usually a main idea, often called a **claim**, or **thesis statement**, backed up with evidence that supports the idea. A claim is the main argument of an essay and the writer's position on a problem or issue. Here are some examples.

1. “Filipino should be the medium of instruction in Philippine schools because it is the national language and it is already developed yet the students have not mastered it.”
2. “Education is the key that balances the opportunities between the rich and the poor.”

In writing an argumentative essay, claims or arguments should be developed and supported by evidence. You cannot write an argumentative essay just by only stating your opinion on an issue. Your evidence can come from what you already know, from expert opinions, and from reliable sources like books and articles. You must use facts, reasons, evidence or examples to support your claim as valid.

The argumentative essay has the following **features**:

1. presents and explains the issue or case through facts or argument;
2. gives reasons and supports these reasons with facts, proof or evidences; and,
3. informs or proves wrong the opposing arguments.

- In addition, the argumentative essay has the following **parts**:
1. **Introduction.** This is where you state your claim, introduce the problem and give background information needed for the argument and the thesis statement. The thesis statement is a short statement summarizing the main point or claim of your essay.
  2. **Body.** This part contains the reasons. Note that each paragraph must contain one reason and the details supporting the stated reason or claim. The supporting details may include examples, statistics, personal experience or testimony. The body also contains the counterclaims. A counterclaim is an opinion or an evidence that others may bring up against your argument. The body should be organized and supported by facts and evidence.
  3. **Conclusion.** The conclusion restates the main claim and gives one or two related comments which clearly support the main claim and support the main claim or thesis statement of your essay. You can also end your essay with quotation or call to action. Remember to conclude with a strong statement.

Note that you know the parts and features of an argumentative essay, here are some **techniques** in developing argumentative claims that can help you write an objective and logical essay.

1. **Analysis.** This is used in comparing two things for the purpose of explanation or clarification. It is assumed that two things similar in one aspect are also similar in others. You may also use analogies as analogies. Here is an example:  
Life is like a box of chocolates. You never know what you are going to get.
2. **Comparative Contrast.** This technique is used to present similarities and/or differences of two major concepts. Read the example:  
The most commonly cited advantage of distance learning is the flexibility and accessibility of it. Rather than being required to travel to a specific location every week, students can participate from anywhere with an internet connection. However, distance learning presents its own accessibility challenges, not all students have a stable internet connection and a computer or other device with which to participate in online classes, and less

technologically literate students and teachers may struggle with the technical aspect of class participation.

3. **Debatable.** This technique makes use of meaning or several meanings to a concept that brings your argument. For example, you want to write about prejudice about people's colors or cultures. You may start with:

Culture is a form of discrimination based on a person's skin color. People used to treat individuals with the skin that were with black skin.

4. **Analogy.** This technique is done by taking a part from the whole and comparing it to a part of a whole. For example, you can write about teenage preferences in choosing friends.

A person's preference in choosing friends depends on the extent of background or facts in the company of peers. A girl can have more male friends than female because she may find more compatible with the opposite gender. Guys may also find the same.



**What's More**

In writing any essay, you must begin with an introduction. Your introduction must present your **thesis statement** or your **argumentative claim**. Your claim may come from your answer to the questions below. Use a separate sheet of paper.

1. What is the greatest challenge that students face today?

Claim: \_\_\_\_\_

2. Has the rise of the internet given a positive or negative impact on education?

Claim: \_\_\_\_\_

3. Should world governments get involved in addressing climate change?

Claim: \_\_\_\_\_



**What I Have Learned**

Directions: Fill in the blanks with appropriate words that will complete the sentence. Write your answers on a separate sheet of paper.

1. The \_\_\_\_\_ introduces the problem and gives background information needed for the argument and the thesis statement.
2. The \_\_\_\_\_ presents the main claim and gives one or two general statements which clearly summarize(s) the arguments.
3. \_\_\_\_\_ in the conclusion used to present conclusively and/or differences of two major concepts.
4. \_\_\_\_\_ is done by taking a part from the whole and comparing it to a part of a whole.
5. \_\_\_\_\_ aims to make the reader agree with the writer's opinion about a controversial issue or a debatable issue.



**What I Can Do**

Directions: Read the excerpt of a news story below posted by Inquirer.net about the COVID-19 vaccine for Filipinos. Use 2021. Write an argumentative essay about your thoughts on getting or not getting the vaccine for yourself and your family. Write your essay on a separate sheet of paper to be guided by the rubric for scoring.

**20 million 144 million doses from 7 COVID-19 vaccine makers**  
**—The Philippine Star**

MANILA, Philippines — The Philippines is negotiating with seven vaccine manufacturers to procure at least 144 million doses to be made to inoculate the 100-million of its population this year, according to the head of the country's national cooperation program and chief representative of the National Task Force Against COVID-19.

Speaking at the Laguna Islands Meeting on Wednesday, Carlos Galvez Jr., said the government was hoping to clear deals with Novartis, Pfizer and Johnson & Johnson of the United States, United Kingdom's AstraZeneca, China's Sinovac Biotech and Russia's Gamaleya Institute.

Based on our current negotiations, we will be able to purchase at least 144 million doses from one or two vaccine manufacturers. However, it will be dependent on the global supply, he said.

The government will not get a portion of vaccine, he said. “This vaccine will get vaccine from different manufacturers. This is to ensure that we will have vaccine for everyone, particularly this year 2021.”

**Rubric for Scoring Argumentative Essay**

Criteria	S	A	B
<b>Introduction and Conclusion</b>	Well-developed paragraph with detailed background and clear thesis statement. Conclusion summarizes the main topic without repeating previous statements.	Paragraph contains some background information but limited explanation of details. Conclusion summarizes main topic, but is repetitive.	The problem is stated, but lacks detail.
<b>Body paragraphs</b>	Three or more body paragraphs with well-developed paragraphs with supporting details. Effective statistics, anecdotal evidence, and logical reasoning exist throughout the essay.	Three or more body paragraphs with some supporting details. Some statistics, anecdotal evidence, and logical reasoning exist throughout the essay.	Three or more body paragraphs with little or no supporting details. Little or no statistics, anecdotal evidence, and logical reasoning exist throughout the essay.
<b>Organization and Mechanics</b>	Effective statistics, anecdotal evidence, and logical reasoning exist throughout the essay. Sentence structure is correct.	Effective statistics, anecdotal evidence, and logical reasoning exist throughout the essay. Sentence structure is generally correct.	Effective statistics, anecdotal evidence, and logical reasoning exist throughout the essay. Sentence structure is generally correct.



**Assessment**

Directions: Answer the questions honestly by choosing the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. What are the main parts of an argumentative essay?  
A. Lead, details and body. B. Facts, evidences and examples. C. Claim, counterclaims and refutation. D. Introduction, body and conclusion.
2. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
3. What is the main purpose of an argumentative essay?  
A. Provide evidence to support your claim. B. Show what you are attempting to prove. C. Call to action. D. Evidence.
4. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
5. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
6. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
7. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
8. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
9. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.
10. What is the main purpose of an argumentative essay?  
A. Call to action. B. Evidence. C. Details. D. Thesis statement.

For numbers 11-15, identify the part of the argumentative text where each excerpt falls. Choose the letter of your answer from the box.

- A. Analysis B. Comparative-Contrast C. Definition D. Analogy
11. “Filipino must realize that they must prioritize their own language for it is their part of their identity and culture. Filipino is part of their being.”
  12. “As for the data from the National Statistical Commission, based, more than one-quarter (27.5%) of the population fell below the poverty line the first semester of 2012, an improvement of 1 per cent increase since 2009.”
  13. “It is not of course English, in the Philippines, English prevails as the predominant medium of instruction. English is used more in teaching rather than in most national language which is Filipino. All subjects except the subject of Filipino is taught in English.”
  14. “As a matter of fact, the government declared its intention to grant the Philippines Development from 2011 to 2015 (PDP) the PDP for those who are on annual economic growth of 7.5% and the achievement of the Sustainable Development Goals (SDGs).”
  15. “Thinking never gets out of the problems that most Filipinos citizens face. An unknown author must add, ‘Thinking is a choice, and not fate.’”



**Additional Activity**

Directions: Cut and paste in a clean sheet of paper an editorial cartoon from any household newspaper. Identify the argument presented in the editorial cartoon and write a one-page paper.

**Argumentative Essays: Getting Started**

According to The Holt Handbook (HB), an **argumentative essay** takes a position on an issue using logic and evidence to convince readers.

**Choosing a Debatable Topic**

Select an argumentative essay is an attempt to change the way people think, it should focus on a **debatable topic**—one over which reasonable people disagree. Factual statements that reasonable people do not disagree over are not suitable for argument.

**Example:**

**Fact:** First-year students are not required to purchase a meal plan from the university.

**Debatable topic:** First-year students should be required to purchase a meal plan from the university.

**Developing an Argumentative Thesis**

**Argumentative Thesis:** After choosing a topic, you will need to state your opinion in an argumentative thesis that takes a strong stand about your topic. This thesis will act as the foundation for the rest of your argument.

**Example:**

**Antithesis:** An antithesis is a statement that takes an arguable position opposite of your original thesis. Formulating an antithesis is the best way to make sure that your thesis does take a stand. If you can create an antithesis, your thesis statement takes a stand, if not, then your statement needs further revision in order to be argumentative.

**Example:**

**Thesis Statement:** Term limits would improve government by bringing people with fresh ideas into office every few years.

**Antithesis:** Term limits would harm government because elected officials would always be inexperienced.

**Defining Terms**

Be careful to use precise terms in your thesis statement. Try to avoid vague or judgmental words such as wrong, right, good, bad, and immoral.

**Example:**

**Vague:** Censorship of the Internet would be wrong.

**Clear:** Censorship of the Internet would unfairly limit free speech.

**Elements of an Argumentative Essay**

- Introduction
- Background
- Thesis statement
- Arguments in support of Your Thesis
- Refutation of Opposing Arguments
- Conclusion

**Checklist: Argumentative Essays**

- ✓ Is your topic debatable?
- ✓ Does your essay develop argumentative thesis?
- ✓ Have you adequately defined terms and for your argument?
- ✓ Have you taken into consideration the values, beliefs, opinions of your audience?
- ✓ Have you refuted opposing arguments?
- ✓ Have you supported your claims with evidence?
- ✓ Have you documented all information that was not your own?
- ✓ Have you been fair?
- ✓ Have you connected logical arguments?
- ✓ Have you provided your readers with adequate background information?
- ✓ Have you provided your points in a clear and concise manner and organized them understandably?
- ✓ Have you written an interesting introduction and a strong conclusion to your paper?

\*All information on this handbook came from 6th ed. The Holt Handbook and/or the 4th ed. Brief Handbook. For more information, please see the 4th ed. Brief Holt Handbook chapter 5, pages 91 to 96.

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